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in the Literary Digest for September 5. Avellanus disposes of these claims in the Evening Post article and as compared with those of Latin they seem to have no particular justification. G. L.

PRINCIPLES OF TEACHING LATIN¹

Last summer at Columbia University I attended a course of lectures, given by Professor Henderson, on Principles of Education. In connection with the course the professor required that each student should choose a subject for special investigation. It occurred to me, as a teacher of Latin, that it would be interesting and profitable to make a study of methods of teaching Latin and of the general principles on which they are based, and so to work out a creed for myself. The essay which embodied the results of that investigation, founded on such books as Horne's Philosophy of Education, Bagley's The Educative Process, Thorndike's Principles of Teaching, and the McMurry books, Elements of General Method and Method of the Recitation, I have been requested to read before this Association. This is my apology for the fact that I come before you with a paper which is simply a statement of the faith that is in us all.

"Given these children to be changed and this change to be made, how shall I proceed?" is Thorndike's statement of the teacher's problem. Let us consider the answer from the point of view of the teacher of Latin. What is the desirable change? Is Latin an effective instrument? To maintain a place in the modern curriculum, since the passing of the dogma of formal discipline, Latin must prove itself capable of furthering the aim of modern education. The prevailing conception of that aim is Herbart's—the development of moral character. But "morality means the control of impulse with reference to a social end", says Bagley, who restates the Herbartian aim thus "The development of the socially efficient individual is the ultimate end of education". Now the socially efficient individual is the product of an education which, by the use of chosen materials, subjects of the curriculum, has consciously developed in him certain ideals of conduct and has taught them to function in specific habits. Since useful materials may develop ideals as well as useless ones, a subject may claim its place in a modern course of study only by proving itself intrinsically valuable and capable of developing ideals of right conduct. Can Latin prove its claim to both characteristics?

The content of Latin is intrinsically valuable both in its technique and in its literature. The proof of the former rests on three results of its study, the development of language sense, of facility in the use of English, and of accurate comprehension of the

meaning of English words. First, with the acquisition of the mother tongue the child gains an unconscious language instinct, but a language sense comes only with the painstaking logical effort necessary to comprehend distinctions in a tongue whose structure and means of expressing relations are so different from the modern analytic language. Says De Garmo, "This makes grammatical study a concrete sort of introspection, the vestibule to psychology and logic. The student begins to think about his thinking". The educated man thinks clearly, commands the exact means of expression and adequately appreciates the fine and noble in the thought of others. If training in language analysis as distinct from instinctive acquisition did not make this difference, then, as Bennett says, "the polyglot couriers of Europe ought to be the most highly cultivated persons of contemporary society". Secondly, facility in the use of English comes with proper training in translation. The teacher should uniformly insist on accurate, idiomatic and literary English. The pupil gains by this drill an appreciation and command of the resources of his own language. Thirdly, English words gain a deeper and fuller meaning for those who see in them the Latin original. Who that knows *splendo* will misuse 'splendid'? Or, seeing therein *cum sidere*, will fail to rejoice in the poetic 'consider'? These results for English are true for other languages as well. The student of Latin is prepared to acquire with comparative ease the modern languages. He needs drill for no end save that of practical use. He will learn in three years along with Latin as much German as he would learn in four without it. Together with this 'preparatory' value of Latin goes its 'theoretic' value, the unification of language knowledge which must otherwise be fragmentary.

Is the content of Latin literature intrinsically valuable? Since translations bring to the student whatever of history, political and social institutions and antiquities Latin literature contains, its claim rests on the fact that only through its literature can one reach the inner spirit of a people, its aspirations, ideals, literary forms. "One has as many souls as one understands languages". To enter into the civilization of a people through its language is to get a view of world relations and to broaden one's spirit. Especially is this true of the Romans, whose civilization is the parent of the modern world.

Is Latin capable of developing ideals of right conduct? While men have lost faith in the general disciplinary value of any course of study, it is agreed that ideals of conduct may be developed consciously by the teacher. Education must create noble desires, high interests and a strong and moral will. Let the teacher give to his pupils noble examples, rouse interest in them and appeal to the feelings which influence the will in the right way. But he must not stop here. Ideals must find practical application.

¹ This paper was read at the second annual meeting of the Classical Association of the Atlantic States, at Washington, D. C., Friday, April 24, 1908.

"When a resolve or a fine glow of feeling is allowed to evaporate without bearing practical fruit, it is worse than a chance lost", says James. Imitation, interest and effort are the great trinity, but the greatest of these is effort. Latin furnishes the material for just such training, noble examples, high interests, will incentives, opportunities for its exercise. The very 'Zeitgeist' of every age of Rome was steadfast devotion to duty, unselfish love of family, state and gods. *Virtus, pietas, fortitudo, constantia, exercitus*—these are the keynote of the Roman attitude toward life. Let the pupil learn patriotism as he reads his Cicero; unwavering devotion to duty as he follows Aeneas's story; simplicity and content in Horace's songs, and courage and perseverance in the face of difficulties in Caesar's conquest of the Gauls.

Let the teacher appeal to the highest possible interest; show the pupil the connection between this Roman life and his own; convince him that here is something valuable for him. Interest there must be, else there will settle down upon the student that habit of inattention, that feeling of disgust, which are fatal to progress. He himself brings to his task a host of helpful instincts which develop during the adolescent period. Curiosity has become love of knowledge for its own sake. Emulation has become ambition. "This is the seed-time of ideals". Interest in achievement and in causes and relations comes naturally. Yet no matter how deep the pupil's interest may be, to master a translation requires a resolute effort of the will, a subordination of present ease to ultimate and higher ends. Let the pupil develop precision, thoroughness, self-reliance, self-denial and ability to manage ideas in doing his Latin work. If the teachers of other subjects would unite in a conscious effort to universalize the application, these might become generalized habits of work. Tasks must be within the pupil's power in order that he may experience the delight of achievement and form the habit of succeeding in his work. But they must be accomplished in order that he may form the habit of resolutely mastering difficulties. No education is worthy of the name which stops short of this summum bonum. One has said, "The great difference between men—between the feeble and the powerful, the great and the insignificant—is energy, invincible determination, a purpose once fixed, and then, death or victory!"

Since, then, Latin has proved its power to further the aim of modern education, how shall it be taught in its three divisions, forms, syntax and translation, in accordance with this aim?

¹The study of forms is a means to an end. The most essential should be learned quickly and used at once in the translation of connected Latin. Secure thoroughness and accuracy in this special sub-

ject and watch for chances to apply these habits to other fields. How, then, may the essentials be learned most quickly and most thoroughly?

Methods of teaching Latin forms rest on the principle of habit formation. Currents pouring into the brain along the nerve paths find a way out by making fresh paths along which impulses discharge, deepening the path by every repetition. By this process useful acts become automatic. Conscious attention and therefore fatigue are greatly diminished. Learning Latin paradigms is simply the process of forming a useful set of habits connecting the proper response with each stimulus. The corollary of this principle is the law of association—put together what you wish to have go together. Now what the pupil needs most to associate with one Latin form is not the other Latin forms, but the English meaning. So in teaching and drilling paradigms, emphasis should be laid on the translation of separate forms and of the various parts which make a form. How often a young teacher whose pupils can recite the future tense of *amo* perfectly is disappointed to find that they can not write it. The brain-path leading to the oral response is not the one along which the written response travels. But when the teacher has carefully established the second path, she finds that the pupils do not readily recognize *amabis* in a sentence and a third brain-path must be made. As the translation of *amabis* in a sentence is the object of the study of the paradigm, how much time would have been saved, if the pupil had been taught to connect directly 's' with 'you', 'bi' with 'will', 'shall', and 'ama' with 'love'?

So a pupil who has been taught that *regis* is the genitive of *rex*, will stumble in translation and will need the question, "What preposition in English corresponds to the genitive?"—whereas the pupil who has been taught that *-is* in the third declension means *of* will automatically translate *regis* by 'of a king'. In the same way adjective forms should constantly be connected with noun forms and not with other genders of their own declension, else a pupil who with perfect ease will give *omni* as the ablative of *omnis-omne*, will write *ab omne civitate*. Of course, the pupil must know the technical terms, names of cases, tenses, tense-signs, personal endings, etc., but the emphasis must not be here. "Translate with a girl, of a girl, girls", etc., is a better exercise than "Decline puella". In order that one thing may call another to mind, they must be connected often or energetically by active recall. The latter is far the better, especially in teaching Latin forms to adolescents to whom drill is irksome. The self-activity of recalling and writing Latin forms is most economical of time and nervous energy, for the pupil learns at once whether he knows the form or not, and has his attention focused and held with the least effort through his interest in finding the correct forms. The teacher should urge upon the pupils this

¹ The point of view here is that of the secondary teacher whose pupils begin Latin in the high school. The study of forms should begin at the age when verbal memory is strongest—about the tenth year.

method of study, explaining the reason for it, and should give such exercises in class. He may guard against mere verbal memory by asking for the translation of widely separated forms and insisting that the pupil rely on his knowledge of the laws governing the formation of Latin words.

This knowledge depends on the pupil's power of analysis, of seeing the same essential element in different complexes. Since Latin forms are made of varying stems and certain fixed systems of signs and endings, the pupil must be trained to distinguish in new words the permanent elements which fix the meaning. For instance, he must compare the elements of such forms as *monuit*, *auxit*, *complevit*, see the variable and the permanent, and then frame his law. By associating the meaning of each element and the technical term with the form and by exercising the student in the formation of corresponding forms, the proper response is established for all similar words.

A good memory depends on the physiological property of the brain which makes the brain-paths permanent and on the number and quality of the connections between the fact to be remembered and other facts. Since the second factor alone can be controlled the increase of the number of connections and their arrangement in useful systems must be the work of the teacher. This depends on reasoning, the highest and hardest intellectual act. The failure of one out of every two who begin the study of Latin to continue it in the second year is due chiefly to failure here. The teacher must, according to Thorndike, 'arouse the system of ideas relevant to the work in hand; lead the pupil to examine facts in the light of the aim of that work; focus attention on the element which is essential; insist that he test by verification'.

The formal steps in the case of Latin are those of the inductive development lesson. The usual beginner's class starts with nothing more than a knowledge of the simplest principles of English. Before proceeding to a study of a declension or conjugation the teacher must recall to his pupils the various ways of expressing the relations of a noun in English or the significance of the forms of an English verb. The aim will then be to see how Latin expresses these same ideas. The new Latin forms should reach the child through ear and eye. So much of the work of the lesson should be done when it is assigned. The paradigm itself is a generalization whose application to new words gives an opportunity for a necessary and interesting drill. When the first declension has been learned it becomes with its English connections a new apperceptive system for grasping the second.

The review lesson, when work on a set of forms has been completed, may begin with the step of comparison and abstraction and so work out the general laws of likeness and difference for the series. The

pupil must then be taught to refer a new word to its own class. Nor may the teacher forget the examination lesson in whose preparation with attention at white heat the mind will receive valuable training. In these ways the pupil can acquire what he needs in the form in which he will need it for reading and writing Latin.

In teaching syntax the needs of two classes of pupils must be considered, those who intend to go to college and therefore need thorough preparation to meet college requirements, and those who will get no more training than the secondary school gives. In order that the necessity for more detailed work and the special ability of those preparing for college may not interfere with the progress of the generally less able pupils of the other class who must reach a different ideal of training in syntax and literary appreciation, it is very desirable that the two classes be separated¹.

In the teaching of the second class syntax must be reduced to a minimum—enough to insure a thorough understanding of the text. Direct interest is easily obtained, if the pupil is made to realize that only with this key can the meaning be unlocked. Before the translation of connected Latin is begun, there must be a working knowledge of the simplest constructions, a knowledge which can be given most easily through the steps of the inductive development lesson. In the beginning state plainly to the pupil the aim in mind, for instance, to show how Latin expresses cause by means of a noun. Let the class give examples of English sentences which express cause in this way. The teacher should then put upon the board a number of Latin sentences in which the expression of cause is, according to Thorndike again, "as obtrusive as possible, as little encumbered by irrelevant detail as possible and in which the surroundings vary". By skillful questions direct the attention of the pupils to the essential elements and help them to compare the sentences and abstract the significant details. If there is a difference in idiom show by a development lesson, if possible, or by statement, if the matter is beyond the pupil's powers, the logic of the Roman point of view. Let the pupils frame a generalization in their own words and then let them see in the grammar the best way of stating their conclusions.

H. MAY JOHNSON

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(To be concluded)

REVIEW

An Introduction to Vulgar Latin. By C. H. Grandgent, Professor of Romance Languages in Harvard University. Boston: D. C. Heath and Co. (1907). Pp. xvii + 219.

Those who are already familiar with the author's excellent Outline of the Phonology and Morphology

¹ When a much needed reform in college entrance requirements has come to pass, this division will cease to be necessary.